

**BRINGING CULTURE INTO THE CLASSROOM:
WHAT PROBLEMS DO TEACHERS FACE?**

THESIS

Submitted in Partial Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan



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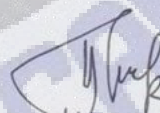
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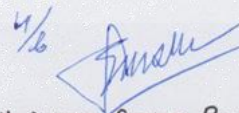
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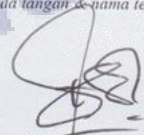
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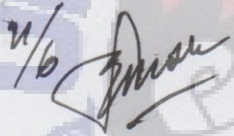
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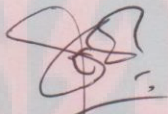
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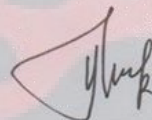
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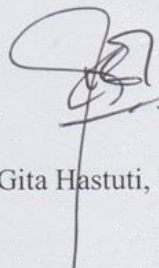
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INTRODUCTION

English has become the most helpful language mostly used to communicate between two or more nationalities to serve various communication purposes. Because of the awareness of how important it is to learn about other languages, schools and institutions start to establish their curriculum and standard to all students and applicants to have a good skill of language. The issue is not simply on how important is the language for communication skills, but also the additional learning of the language culture.

These days, language educators are expected to teach their learners about the culture of the language to develop their awareness along with the basic language skills (writing, reading, speaking and listening). As Liu (2014) proposed, in teaching a foreign language, “culture cannot be avoided discussing and language and culture should combine together in order to reach a good understanding of target background” (p. 244). Le (2007) as cited in Tran & Dang (2014) claimed that L2 learners might have a good linguistic competence but lack in sociolinguistic competence. In brief, the learners are not aware of how to express and create the concept from the interaction since the teachers do not pay much attention to ‘(inter)cultural elements’ in their students’ English language learning (p. 93).

Kramsch (2012) proposed the concept of ‘building the sphere of interculturality’ for this purpose. This concept has been adopted in intercultural education and communication since the eighties in order to boost the dialogue and

cooperation between learners coming from different nations or cultures (p. 69). The lack of awareness of the target language culture might result in a serious feedback for the L2 learners since they only transfer the language expression with their language practices without recognizing the similarities to and differences from their culture background. Realizing the potential problems presented in the process of language and culture transfer, it is obvious that teachers hold the responsibility to facilitate the process of dealing with this cultural transfer to their learners. It is not an easy task for teachers to accomplish the transfer of teaching culture when there are several hurdles to face which may come from the change in the curriculum that leads to a time limitation (Gonen & Saglam, 2012), problems with the textbooks that are not sufficient enough to build the L2 learners' intercultural communicative competence (Gomez Rodriguez, 2015), or from the teachers' lack of cultural awareness about the background language (Gonen & Saglam, 2012).

This research is designed to investigate possible problems teachers might face when they bring culture into their teaching. The result of this study is expected to provide teachers with authentic information about the problems they might face as they work with building their students' intercultural awareness. The result would also enrich the teachers with pedagogy-based recommendation of how to address the problems. From the perspective of developing teachers' professionalism, participating in this research would provide the teachers with contributing reflective actions as they actively look at their own teaching practice and identify particular meaningful aspects, in this case bringing culture into their

teaching. In addition, it demands to improve the references for the cultural study in Faculty of Language and Arts of Universitas Kristen Satya Wacana.

LITERATURE REVIEW

Culture and Language Learning

Teachers are considered as the facilitators in the classroom (Onalan, 2005). Moreover, teaching a language demands a teacher to not only deliver the materials fluently but also arouse students' awareness of what is inside the language like culture. Because L2 learners in one classroom possibly come from different societies with different cultures (Hesar *et all.*, 2012, p. 69) teachers cannot ignore the fact that the learners need a deeper understanding about various cultures that may exist in a language. As Brown (2002) argued, an efficient teaching process needs an expert with the 'content knowledge' and 'pedagogical skills' (p. 106). She focused on how to make a culturally responsive teaching by pointing at the important skills a teacher should have. She also mentioned that in order to demonstrate cultural caring and building a learning community, teachers need to 'create reciprocity in the classroom, in which students and teachers become partners to improve student learning' or in brief, teachers need to create a mutual communication between students and teachers like a partner to enhance the learning process. In addition, teachers are also expected to 'build communities among learners in which the welfare of the group takes precedence over the individual', so they could help one another in the learning process (p. 58).

According to Choudhury (2014), the contribution of culture in the language teaching is working into different skills in vocabulary, listening, speaking, reading, and translating. He stated that to understand the significance of culture, educators need to know the range of cultural background knowledge that might influence the language learning and teaching and how they could gain a benefit from that. Choudhury agreed that foreign language teachers should be aware of the cultures of the foreign language and the challenge to enrich students' cultural awareness and expand their communication competences. It has been a teacher's responsibility to help students with the learning transfer especially in language teaching, which is not as simple as one might think.

Tomalin (2008) also agreed that L2 learners need to build their cultural awareness if they want to accomplish the transfer of language culture. Citing his previous study in Tomalin and Stempleski—(1993), Tomalin (2008) stated that teaching culture in ELT is possible to include the big 'C' and small 'c', where big 'C' is more into what students can score academically while small 'c' is how students are aware of the value of the culture learning. To achieve the goals in understanding cultures, learners need a helper like teachers as the mediator to. Tomalin (2008?) also stated, "You can learn a lot of cultural features but it doesn't teach you sensitivity and awareness or even how to behave in certain situations". He suggested that learning about culture—should be done thoroughly, not only the characters of the culture but also the values and behaviours of the culture itself.

How to Bring Culture into the Classroom

Crozet and Liddicoat (1997) conveyed that language teachers are obliged to analyse the characteristics of the language and to improve their language pedagogy as the learners need to discover the culture in the new types of skills. They also gave example of the approach as it actually occurs in everyday life as direct interaction and communication through speaking or writing. Asking someone to borrow something is also one part of culture, which is clear that the learners need to encounter the cultural rules when interacting with someone. In addition, learning culture is not always in a designed content but also the learners need to learn new skills so they could “explore culture” where the culture is obviously there inside the language (Crozet & Liddicoat, 1997, p. 7).

Ho (2009) in his paper also listed some ways of cultural practice from Crozet and Liddicoat (2000) and also Liddicoat (2002) that to acquire cultures, L2 learners would need to compare culture, explore culture and find one's own ‘third place’ between cultures (p. 67). L2 learners are persuaded to compare their own culture with their L2 target language in similarities or differences to open up their knowledge about what is inside the target language culture. Byram & Planet (2000) stated that “comparison makes the strange, the other familiar, and makes the familiar, the self strange – and the therefore easier to reconsider” (as cited in Ho, 2009, p. 67). By comparing the cultures, it is expected to make the L2 learners aware and know how to do the practice with the language. However, in comparing the culture, the L2 learners need to be familiar with their own culture.

Because later on teacher may conduct a classroom activity like group discussion or reflection about how the L2 learners culture similar or different with the other groups in the classroom. When L2 learners are aware of the cultural understanding in the language they are expected to be wise and respect other cultural values (Ho, 2009, pp. 70-71).

As Crozet & Liddicoat (1997) considered about “explore culture”, Liddicoat (2002) again stated that in exploring the culture, there is a procedure where the very first process is produced by the learner itself to improve their intercultural competence through “noticing, reflections, and language production”. The first stage, noticing, is important because that is when the learners filtering what is appropriate and not appropriate to do and they would take this process into their reflection before speaking up the language. This three-step process will be repeated with intercultural negotiation in doing the practice. The cycle of exploring the culture would help the L2 learners to build their intercultural communicative competence in language learning and help them to assemble and figure out their own pattern of culture learning.

In exploring the culture, teachers could design some activities where L2 learners could do the investigation about the certain topics. Ho (2009) gave some examples of what to conduct in the classroom. One example is by asking the students to bring a lot of snacks, tea, sugar or milk, and then dividing them into groups where they have to socialize with native speakers. This activity will encourage the L2 learners to be an active cultural explorer and to gaining

awareness of the native speaker's culture. Another activity is about exploration of "family values" or "drinking and eating norms" in the target language. This native speaker will express the values, norms in his/her culture, and then later students may describe their understanding about the target culture (p. 70). Unfortunately, those activities require a native speaker into the class while all schools could not always provide a native speaker. Anyhow, teachers are supposed to have some other ways to bring the culture in the classroom.

The last one is to find one's "third place" between cultures where students are demanded to find their "third place" in learning the language culture, in which they have to "infer, compare, interpret, discuss and negotiate meaning" (Liddicoat et al., 2003 as cited in Ho, 2009, p. 67). Kramsch (1993) as in Ho (2009, p. 67) signified that in this third place L2 learners would combine the components of different cultures and corroborate with their own understanding of the culture differences between those cultures. According to Pattiwael (2014), "English classrooms display potential as a place where students extend their process of acquiring new cultures and be encouraged to follow this process by self-reflection and meaning modification" (p. 10). Here, students are required to understand the culture as they are able to follow the process by themselves and know how to position the "third place" within their language culture and the L2 language culture.

Challenges in Addressing Culture in Language Teaching

Bringing culture into English teaching does not only present benefits. It also presents some possible challenges. The challenge is also possible to occur within the teacher's life inside the classroom and to make it clear, a language teacher who needs to teach culture. Apparently, not all teachers teach the culture of the language in the classroom. However, Gonen and Saglam (2012) stated that there are still teachers who pay no attention in teaching culture in the language classroom (p. 26). It is not because they do not like the idea but because of the limited time to teach the proper material rather than the side knowledge about the culture. It has been emphasized by Gonen and Saglam (year?) that one reason about the time management that "teachers feel they do not have enough time to talk about cultural elements in their teaching practices due to the overcrowded curriculum" (2012, p. 28). The time allocation ~~that~~ given to the teacher in the classroom is measured up and it seems hard for teacher to spend some minutes to deliver the deeper explanation about the culture. Due to the stuffed curriculum, teachers need to think of another way of illustrating the idea of culture from the materials.

Ho (2009, p. 72) also added that this is also happened in classes in Vietnam where "time allowance" became an issue in delivering culture in language learning. When the lesson is very crowded, teacher does not have much time to conduct the class with a specific case of learning the culture. This system of education where every teaching procedure has it limitation in time and

questioning the attention from the education system about cultural teaching. Teaching culture in the classroom is an obligation for every language teachers. Yet if the teachers found it hard with the time limitation in dividing the materials, they need to find out the very neat approach so culture would not be omitted in every teaching classes.

Not all schools could provide a native speaker to help the cultural transfer clearer in the class. The problems of this needed may lead us to non-native English teacher who cannot enrich the L2 students like the native speakers. In addressing culture, many things might be similar to or different from the learners' first language. Thus, Choudhury (2014, p. 10) gave a list he cited from Ellis (2003) as follows:

1. Teacher should share his own cultural experiences to input the students with new culture
2. Teacher should enhance students with core material to integrate cultural objectives into the learning
3. Teachers need to be aware that every individual has their own cultural identity
4. Teachers need to give a positive feedback toward students' works and display a cultural interaction to build the students awareness and empathy.

Hesar *et al.*, (2012) mention that a “culturally responsive teachers must be aware of such differences and must increase their students' awareness of such kinds of discrepancies across culture” (p. 71). However, still not all teachers are ready and culturally awake to teach the culture. Tran and Dang (2014) proposed

two types of teachers: those “including culture” and those “excluding culture” into their teaching. Some of the teachers found it a bit problematic to include culture in their teaching because they are not fully aware of the language culture. In order to save the culture teaching, Crozet and Liddicoat (1997, p. 18) stated that a teacher training to build their “integrate cultural perspective” in the pedagogy is a crucial. Because language teacher has an exclusive position to bringing the “intercultural world” (Crozet & Liddicoat, 1997, p. 4).

Not only the problems with the teacher, but also with the textbook somehow leading into an issue in the cultural teaching. According to Gomez Rodriguez (2015, p. 168), not much attention has been given in making a sufficient language textbook to build the students intercultural communicative competence. Meanwhile, the material which was made by the government are mostly taken from International websites written by a native input of ideas, values, beliefs, attitude and feelings of their society. Apltekin (1993) mentioned that wide ideas of different cultures in language lead the language teaching into stereotyping (of gender, race, class, religion, etc) (p. 141).

This literature review implies the obvious principal problems, which hamper teachers in bringing the culture into their classroom. We cannot ignore that teachers also face several problems as they are also trying to help the students to encounter the idea of culture in the language. Furthermore, teacher is the centre of the knowledge in the classroom, so they are the measure of the result of how the culture transfers afterwards. The previous study from the researcher names

above will be the biggest helper on this paper's work in looking for the challenge teachers might face while teaching the culture in English.

THE STUDY

Type of the Study

The study is a qualitative research study in order to gather all the data for answering the question regarding the teacher's problems when they bring culture in the classroom. Qualitative data has been used to gain the results by reasons, opinions, and motivations and the techniques methods are varies from unstructured and semi-structured. It needs an individual interview, and participation.

Context of the Study

This research was conducted in seven local secondary schools in Salatiga, Central Java, Indonesia. There are seven secondary schools, three public schools, and four private schools (for the school privacy, the writer were asked to keep it anonymous). The main reason for choosing the teachers from both private and public schools is the variety of teaching styles, the point of view and experiences, including culture material. This variety might help the writer to obtain richer data since the teachers were likely having personalized teaching repertoire.

Participants of the Study

The participants are ten teachers from seven different schools in Salatiga who teach the English language. Most of the teachers have been teaching for five

to ten years. The participants were selected with the expectation that the participants bring culture into their teaching and therefore most possibility in facing problems related to it. Keeping the ethical aspect of the research, the participant names will remain anonymous.

Data Collection Instruments

In attempt to find problems Language teachers face when bringing the culture into the classroom, the data were gathered by using two instruments – questionnaire and interview.

1) Questionnaire

The questionnaire aimed at gathering the data related to problems that might be encountered as the participants bringing culture into their teaching. The questions were developed based on the researcher's research questions. Below are the statements included in the questionnaire:

1. The time allocated for bringing culture in class activities is not enough.
2. Preparing the material with culture in it requires extra time.
3. Teachers are limited with the various approach and teaching methods in bringing the culture into their teachings.
4. Teachers are limited in background knowledge of several cultures.
5. Teachers are limited in navigating the activities when culture is brought into the classroom.
6. The textbook(s) used is (are) focused on Western Culture (mainstream culture).
7. The textbook used for the students and teachers does not provide rich source for learning about culture.
8. The topic for the textbook does not include culture (in specific).
9. The textbooks represent different culture with students' and teachers' culture.

10. Textbooks which provide a specific information regarding to culture are not easy to find.
11. The curriculum focuses and emphasizes more on Vocabulary, Grammar, and others skill rather than emphasize on culture learning.
12. The curriculum does not take building students' intercultural awareness as one of the focus of teaching and learning.

2) Interview

The data resulted from the questionnaire had been explored deeper through the interview session. The interview with the participants were conducted to get more detailed information about the teachers' though how those points from the questionnaire could be a problems into their teaching. The interview was in semi-structure one in which the question were prepared by the researcher prior to the interview. Each interview produced different questions. However, there are similar questions that had been asked for every teacher. Both were mostly asked to find out the reason why the participant agreed with the questionnaire statement.

The questions that were asked are:

1. Could you explain why do you feel that this point is a problem for you when bringing culture?
2. How would you deal with the problems (of the time allocation, teachers' knowledge, textbook, and curriculum)?

Data Collection Procedures

The researcher distributed the questionnaires to the chosen schools. The questionnaire distribution started in the second week of June and ended in fourth

week of June. They were given a free will to fill it on the spot or take away. The maximum time to take the questionnaire back was around three to five days. To gathered all the questionnaire back it needed around one until two weeks then we could move to the interview. Interview with the participants started around the fourth week of June and ended in the second week of July. The researcher made an appointment with the participants about the time and place. Each teacher was interviewed once, along with the other researchers who worked on the same topic field. The interviews were conducted mostly using Indonesian in order to make the participants less nervous and free to share their ideas and experiences related to the problems.

Data Analysis Procedure

In attempt to answer the research question of this study, the gathered data from questionnaire and interview were transcribed (in form of excerpt as the evidence) in order to find the problems that teachers faced it is hard to bring culture into their classroom. From the transcription, the data were categorized into several themes. The themes would help to describe the discussion followed by the excerpt.

FINDINGS AND DISCUSSION

The findings presented in this part contain four different areas of teachers' problems when they bring culture in their teaching. These areas were explored through questionnaire and during the interviews. Those areas of problems cover

the problems related to time allocation, problems related to teachers' ability and willingness, problems related to the textbook used, and problems related to the curriculum.

A. Problems Related to Time Allocation.

Culture portrays a significant role in language learning and it helps learners to be aware of the cultural differences (Byram, 1997 as cited in Tran & Dang, 2014, p. 94). A culturally responsive classroom demands the development of various tasks that could help students to enter the cultural understanding (Hesar *et al.*, 2012, p. 69). However, teachers face some problems in bringing the culture into the classroom regardless their awareness of the important roles of the culture. The time allocation is considered as one of the problems that obstruct the teachers in bringing the culture in the classroom. The teachers face problems in this regard related to time allocated for teaching culture-related classroom activities and time allocated in material preparation.

1. Problems related to time allocated for teaching culture-related activities.

A culturally responsive classroom needs various activities for students. It helps the students to build their cultural awareness and help them to see the similarities and differences in other cultures (Hesar *et al.*, 2012, p. 69). The finding shows that allocating culture-related activities in their teachings were still the problem faced by the majoring of the teachers (seven from ten). The focus of

the teaching mostly on preparing students to face National Exam forced the teachers to put the culture-related activities aside. The main concern of the teaching is to ensure the students perform well in National Exam. The excerpts taken from the interview with two teachers below report this problem.

To be honest, I do not really have broad space to bring culture learning in the classroom because I am focusing on teaching 9th grader with Nation Exam preparation so I have tried my best. **FJ** (Interview session, June 23, 2017)

(in choosing the material for teaching activities) become a new challenge because when we want to focus on one topic (with culture), we have to finish all the materials before the national exam day. While actually we are limited in time teaching moreover for the 9th grade in the second semester. **AR** (Interview session, June 20, 2017)

Despite their awareness of the important role of culture, the time allocation is quite limited for them to explore more about culture in the classroom. They are required to teach according to the target set before national examination. It is difficult for teachers to bring cultural activities in their classroom when it focused on another topic. So, teachers are limited in bringing culture in their classroom to build the students' cultural awareness.

2. Problems related to the time needed to prepare culture-related materials.

In teaching certain topic, teachers need to prepare the material in advance. It turned out that preparing the cultural material is challenging and demanding in terms of the amount of time required. The problem might relate to the high load of their teaching time and processing them (the material) to be used in the class, as seen in the excerpt below.

This is the point where it is hard for me in preparing the material. Because the textbook more focusing in Indonesian culture, I need to find extra example from other culture. We need to choose which text level is good for the students, the use of language, length of the text, the main point from the text. For example, only one paper like this it took my time for 3-4 hours reading. **AR** (Interview session, June 20, 2017)

AR's initiative to present cultural information from other cultures required her to allocate extra time. The extra time is needed to find the appropriate material (in this case the text) in terms of level of difficulty, language, length of the text and the message brought behind the text. Onalan (2005) voiced that preparing an additional cultural information by observing the students need is part of developing the students' cultural awareness. Yet this kind of material requires extra time of preparation with preparing equals to one slot of teaching load.

B. Problems related to teachers' background knowledge.

Crozet and Liddicoat (1993, p. 4) stated particular idea about language teachers play a unique role and hold a critical position in raising the intercultural awareness among the students. In language cultural classroom teaching, teachers are expected to build a culturally responsive classroom, not simply explaining the material, mostly by playing the role of the facilitator of the task. In short, Hesar *et al.*, (2012) affirmed that teachers have to convene their teaching objectives, have a clear teaching idea, prepare with various activities in the classroom as their approach to help students familiar with their cultural surroundings and the teaching purposes (2012, p. 69).

Problems encountered by the teachers in this part then are divided into problems with teachers' limited background knowledge related to culture and problem faced in navigating culture-related activities during teaching sessions.

1. Problems related to the limitation of background knowledge.

The findings revealed that limited background knowledge is another problem they face when bringing the culture into their teaching lesson. In a classroom, a responsive teacher is needed to conduct the responsive classroom. Limited knowledge of culture may minimize the transfer of cultural understanding and it would lead to misunderstanding in communication (Tran & Dang, 2014, p. 94).

Half of the respondents stated that they are still lacking of cultural knowledge as seen in the excerpts below.

It is because I still spend too much time while if I have much of background knowledge of the culture of the language then I won't consume much time and it is work in the other way around. **PP** (Interview session, July 20, 2017).

... because of my lack of knowledge so I only refer much on Indonesia and English culture. I do not really talked much about other countries culture like from China, Japan because I have less knowledge about it. **ID** (Interview session, June 17, 2017).

I am still lacking on the International culture to be honest since I have not lived in abroad. **OI** (Interview session, June 21, 2017).

The state of lacking knowledge about culture brings some consequence to PP. PP had to spend long time when he deals with the material. Whereas to ID and

OI, their limitation of knowledge related to culture limit them and students' possibilities to experience other cultures.

The problem yet encouraged these teachers to find ways of dealing with it.

MR, OI, and FJ share what initiatives them by looking on the excerpts below.

... I challenge myself to read all the materials, understand what is inside the text and why is it work like that. So, I could give the material to the students. If I did not have much background information about the text then how could I arrange the comprehension question for them? It could lead into misunderstanding in the classroom. **MR** (Interview session, July 3, 2017)

...But I often ask the students who had been there and do browsing on the internet. I also gained some information from student's parents who obviously trip a lot. **OI** (Interview session, June 21, 2017).

... maybe the problem for me is the one coming from the native speaking culture. So I browse a lot of information and if there is a native speakers I tend to asked for more explanation. It helps a lot. **FJ** (Interview session, June 23, 2017)

The initiate ranged from taking extra time to study the text brought into the classroom thoroughly and comprehensively to browsing for complementary culture-related material and discussing with the member of particular culture group if possible.

2. Problems in culture related activities.

In navigating cultural-related activities in the classroom, teacher needs to be aware of their native culture and the target culture. Three participants (ID, WN, MR) shared in the interview session that they can only give students some general activities such as reading comprehension, discussion, and watching videos without activity that allow the students to explore cultural aspect presented in the materials. The excerpts below describe this.

To navigate the activity to be honest it is quite difficult and maybe it could be because I'm still lacking the knowledge. **ID** (Interview session, June 17, 2017)

The students somehow neglecting and care less when the material talking about culture like "Ah apa sih ini pentingnya?!"... Yes, and they feel like the topic is too common and they already knew about it where in fact, they do not know anything about it ... It depends on our methods. If we can give them a various activities in every topics, they might react differently. Unfortunately, I realized that I do not really pampered them with various activities so they look bored. **WN** (Interview session, June 22, 2017)

For the listening to song or watching videos was actually not a routine activity but I often asked them like the characteristic of the roles, or which characters do they like most. Because when I asked them more (deeper maybe like the ideas of similarities with the source culture on the video), it could stressed them. **MR** (Interview session, July3, 2017)

ID stated that she might be the main reason why the activity cannot work really well. **WN** realized that she is still lacked in giving the students purposeful and interesting activities to attract them with the learning that involves culture-related materials. For **MR**, not to burden the students (because of the students ability in learning new language), she simply refers to the general idea of the video rather than taking the students into more cultural-activity understanding (like showing the idea of differences and similarities of some cultures).

C. The problems with the textbook used in bringing the cultural teaching.

Gomez Rodriguez (2015) argued that communicative textbook is the core of teaching the new language as in EFL classroom as teachers relay much on the content to help the teaching process. Subjects like communicative functions, grammar forms, and language skills are emerges more inside the textbook. Since everything is circling around those main contents, actually there is no much space for learners to be aware of the intercultural communicative competence (ICC).

Tudor (2001) in Gomez Rodriguez (2015) stated that sociocultural element in communication and the cultural contents intercede majorly in a language use, hence in designing the program for teaching, culture cannot be ignored in the first place.

The findings reveal that teachers also face difficulties related to the textbooks they use in their teaching. These problems can be categorized under two parts, namely the balancing of the textbook and the textbook availability.

1. The textbook does not provide target, source & international culture in balance.

Three respondents (PP, AE, MR) agreed that the textbooks used for language teaching are much focusing on target culture (the culture not from teachers and students' background culture). However, only one respondent (PP) appeared to use a rich target cultural content-material. The school where he teaches actually uses an international curriculum so they provide the textbook for the teaching. In using the textbook, teacher is freedom to adopt or modify the material for the activity when they are aware about the importance of cultural transfer for the students.

(The textbook is more focusing on) International culture. It is probably (the curriculum) also trying to sell the material through South East Asia's market. The textbook is from Cambridge (UK) ... Cambridge as the benchmark helps us the teachers to adopting the material from the textbook to build the intercultural communicative skill. Since we at that time still cannot to make our own material, then why do not we just adopt when we have it. **PP** (Interview session, June 20, 2017)

As a comparison, not all schools had provided the same quality of textbook. One can be very rich while others might have been seen under the surface of the textbook. The excerpt below will show how the respondent textbook's content looks like.

I think I did it sometimes yet not frequently. Once I got a textbook from Indonesian publisher but the texts mostly talk about Indian culture. However when I looked back to the curriculum the source material cannot really gather with the target. So the textbook material and the curriculum shared a different target of teaching (different focus). WN (Interview session, June 22, 2017)

From these different situations, it is similar to Alptekin (1993) that said about the EFL textbook used by the teachers. Both the textbooks (the one from Cambridge and the one from Indonesia) used by the teachers above are written by authors with different background knowledge. Actually, Alptekin (1993) believed that “most textbook writers are native speakers who consciously or unconsciously transmit the views, values, beliefs, attitudes and feelings of their own English-speaking society-“ and this statement might be suitable for respondent who has a good resource material from Cambridge. Meanwhile, there was a failure in the textbook that had been used by the other respondent where the textbook material did not really relate with where it comes.

From ten respondents only one person who got a textbook with rich source for both students and teachers. The nine respondents agreed that the textbook they used did not provide balanced proportion of target, source and international culture.

From the textbook that I used it is already shown the characters of culture, moreover in Indonesia. The examples also focusing from the northernmost until southernmost of Indonesia including the texts provides it is also about Indonesia. The politeness level also Indonesian centred so I can say that this book is purposely show up Indonesia with the culture. **OI** (Interview session, June 21, 2017)

For the textbook from Indonesia I don't think it provides much information about culture. And the one we used from Cambridge, it represents enough cultural materials. But since it does not emphasize on the cultural learning so teachers need to modify to make it sharp. **FJ** (Interview session, June 23, 2017)

It is not that often to show up in the textbook. There is not much material about culture if it is given from the department of education. So we usually searching for new materials from the native speakers (America or England) which is suitable for teaching. I often do that however for the topic narrative text I used to share from both culture (Source and Target) because it is provided by the textbook. **WN** (Interview session, June 22, 2017)

These teachers find their textbook either it is only focus on the source culture, lack of target culture, or lack of international culture. This situation makes the teachers to find more or modify the material for their teaching to balancing the information transfer to the students.

On the other hand, there are three respondents (FJ, OI, PP) who provided with a specific culture-material for their textbook. Meanwhile the rest of the respondents explain that it does not mean the culture material in the textbook is completely excluded. The excerpt below shows that the culture is presented in the textbook, yet it needs to be more specific for the learning.

Yes it is, for example in English culture. They also friendly with people, they greet everybody with their style. A common knowledge like this often omitted on the textbook. **ID** (Interview session, June 17, 2017)

It is actually, there are some materials that could represent with our culture but not much. For example, actually the textbook printed one story for the Narrative topic, and also Teenage Life for Parties topic. I think it is on KTSP Curriculum for 8th grader. So, it is there but not much. Means, the topic on the textbook did not point the learning into something cultural in the classroom. If the teachers have a willingness to modify the activity then it could bring the cultural lesson ... it is better for the textbook to insert a small note under the pages as an additional information in each topic. This note contains a

cultural information for example in topic 'Greeting'. **WA** (Interview session, July 11, 2017)

Yes (the textbook) is still not really specific. For me, being specific is like the textbook giving us the information first, then how is the activity should be like project or something related to culture or how to apply the culture on the textbook into the society. Until now, those points have not appear on the textbook frequently. It is there, but when we talk about a specific culture, it has no much influence to build the students awareness. Again, it is true that teachers need to make or modify the materials for students (self-made). **IO** (Interview session, June 21, 2017)

The interview further shown a specific textbook could be displayed with several additional information about how the greeting should be or show some comparison of how greetings in different countries. A textbook should make the teaching easier by provides good and enough materials about several topics. Some of the teachers still need to find extra materials with cultural idea because the textbook has a low frequency on culture-material.

2. The availability of the cultural textbook.

From ten respondents, eight of them agreed that to find a textbook with a specific information about culture is not easy. To deal with this problem, the need to find another material for the activity from the internet. Some of them also stated that, to improve their teaching from the textbook, they need to first look for the additional information since the textbook did not provide much. Whereas, one respondent is aware that the needed of textbook for the teaching process is important so whether it is hard and a little bit expensive to acquire later on it could help the cultural teaching process.

There are many stories around the place we live now. Like a local legend. To get along with the activity I asked the students to find out the local story about the places they live, or they may browse from the internet because to find a book with cultural references is very difficult. It is easier to type from the internet rather than we go to the bookstore. If your library provides some book about folklore or narrative then it would help the cultural learning. **WA** (Interview session, July 11, 2017)

So, when we buy the textbooks we tend to buy it one package. It contains student's book, workbook, teacher's resource book and one package is somewhat pricy. And I cannot have all the textbook materials if the school did not help me through this. Because I am aware that teachers might need these books. **PP** (Interview session, June 20, 2017)

In conducting the activity, textbook should also provide a clear explanation about what the students have to do. To find a proper textbook with the activity is not really easy when the teachers also persuades the school to buy some references or a good textbook for the language teaching. Because not all school provides a good computer rooms with internet connection to help the activity. Also, not all schools willing to spend their money on high-priced textbook and not all of them teachers are good enough to work with unfamiliar source.

D. Problems with the curriculum

The curriculum is designed to help the teaching process to be more attractive, neat, and thoughtful. Teachers also know when to teach the topics by following the curriculum charts. The curriculum also arranging what kind of topics and activities that teachers could direct it the classroom. From all the ten participants, seven teachers teach with K13, two with KTSP and one with Cambridge curriculum with different load of time teaching (K13 loaded with 3 hours of teaching, KTSP 6 hours, and Cambridge for 2 hours). Yet, the focus of curriculum is still on language component solely. Two participants with K13

stated similar ideas that in developing students' intercultural awareness is not explicitly stated as the focus of the curriculum.

Well not really much because it only show up in time, not really emphasized to cultural learning. **MR** (Interview session, July 3, 2017)

Education department need to design the curriculum with cultural teaching inside. It does not mean that they have to change the entire curriculum. KI KD remains the same but they need to add new course about culture inside and teachers need to design their lesson plan to teaching culture. If not, teachers would just choose not to teach culture. **WA** (Interview session, July 11, 2017)

MR considers the curriculum had small amount of cultural topic. **WA** also agrees that the curriculum need to put a space for teachers to explore themselves with the cultural teaching. Even though the curriculum implicitly put the culture within the topic, not all teachers would aware of the important point in modifying the activity into more cultural learning. This attempt also helps the teachers to shape their capability in teaching (designing the lesson plan, looking for the additional materials and designing the activities).

The next reason is that based on the curriculum, teachers need to focus on other skills (grammar or language main skills). Since the curriculum mandates the teachers to keep following the map, they have no other choice rather that flowing with the curriculum vibe. In every classes, teachers are loaded with various topics each meeting and they need to reach the classroom target. Four participants feel that the curriculum only told them to focusing on certain topics and skills when it indirectly informs them to bring the activity with cultural materials.

Back to the previous point where the curriculum did not point culture as their main topic of teaching but emphasize more on grammar, like the correct form of the language. Even

though it is suggesting the society function, however it is implicitly written on the curriculum ... or maybe the students' character building is also a specification part of the culture itself. Like the small c we have talked about before. Our curriculum may be trying to build the students characters right now. **IO** (Interview session, June 21, 2017)

This problem is surely difficult for some teachers to move with the cultural learning when there is no space for them with the time. Even she had the time to create and make the materials with the cultural ideas, yet when it did not provide with the time it is no use. The next participant also shares similar idea about how the curriculum did not give a special place for culture to in.

If I did not improve the materials for the activity, I cannot bring culture into my teaching. So, it is true that the time allocation is not enough to bring the activity with the cultural essence if there is no slot for that. Therefore, we need to look for space where we actually can modify or combine the activity with the cultural lesson. Because it is not specifically written in the curriculum requirement ... my purpose in making a different material is, so I can put culture content from other countries into my teaching. Rather than we asked students to read the same text why do not we make a group where each group can read many texts as possible. And this is my attempt to deal with the time limitation from the curriculum.” **WA** (Interview session, July 11, 2017)

She stated that it is a fact that the curriculum did not provide a space for teacher in teaching culture. In order to save the lesson and her concern in cultural learning, she modifies the materials so the activity could blend along with the cultural teaching. Here, the activity is actually part of the curriculum where the certain topics require the activity in the classroom. Then to make it valuable for her teaching, she looking for various reading texts coming from different places but it is still connected with the topic and additional lesson of culture.

CONCLUSION

Bringing culture into the classroom is not an easy task for teachers. Several problems detained the process of intercultural transfer. This objective of this study is to discover the problems that language teachers might face when bringing culture into their classroom teaching. This paper is expected to be a helper for Language teachers who may facing the similar problems. As the result of the findings, we know that there is little space for culture in the classroom because of different attention of the teaching demands. Also, when preparing the material they need more time because of the material provides somehow lack of cultural understanding of both culture. Teachers' knowledge likewise becomes a problem when teachers have to bring the culture into their classroom. Because some teachers understand that, they need to build their intercultural knowledge more when they have to bring the language culture.

Some teachers found the textbooks used for teaching have not completely help to bring culture into their teaching. The unbalanced culture-related material took the teachers' time to find an additional cultural material for the activity. As the curriculum has been made to help teachers to keep their teaching organized, still not all main topics could be covered in a short time. Even when teachers have to bring an additional material and activity with cultural issues, the time allocated did not let the culture to slide without problems. Grammar and main skills activities are blocking the transfer of culture. Moreover, the curriculum implicitly tells the teachers whether they want to bring culture or not.

Even though some teachers found their way to deal with their knowledge problems, accommodating self-knowledge by joining a teachers' building

program is not a wrong consideration. Teachers training program is a helpful practice to help teachers to build their awareness of the culture in the language. For the textbook problems, it is better that a textbook could provide a specific topic about culture with suitable material and activity. A textbook with cultural example or cultural trivia would also help both students and teachers in sensing what the text is about. It would help to reduce the teachers' time to prepare the material and only concentrate in the teaching process. Moreover, it is difficult for teachers to find the right textbook with cultural contents.

However since the problems were related to once each other, it may be difficult to make a rapid change in the teaching. Because of this limitation, it is better for teachers who are aware of the necessity of the cultural issues to find their way to make an activity with cultural material. Last suggestion for curriculum is to have one exact spot in the curriculum and let teachers design their own materials in bringing the culture in the classroom to construct both teachers and students awareness. Thus, this study still have a limitation on some parts, such as finding the deeper problems on teachers' methods when they bring culture into their classroom teaching. Hopefully this paper could help in the pedagogical study to raise the teachers awareness of teaching culture.

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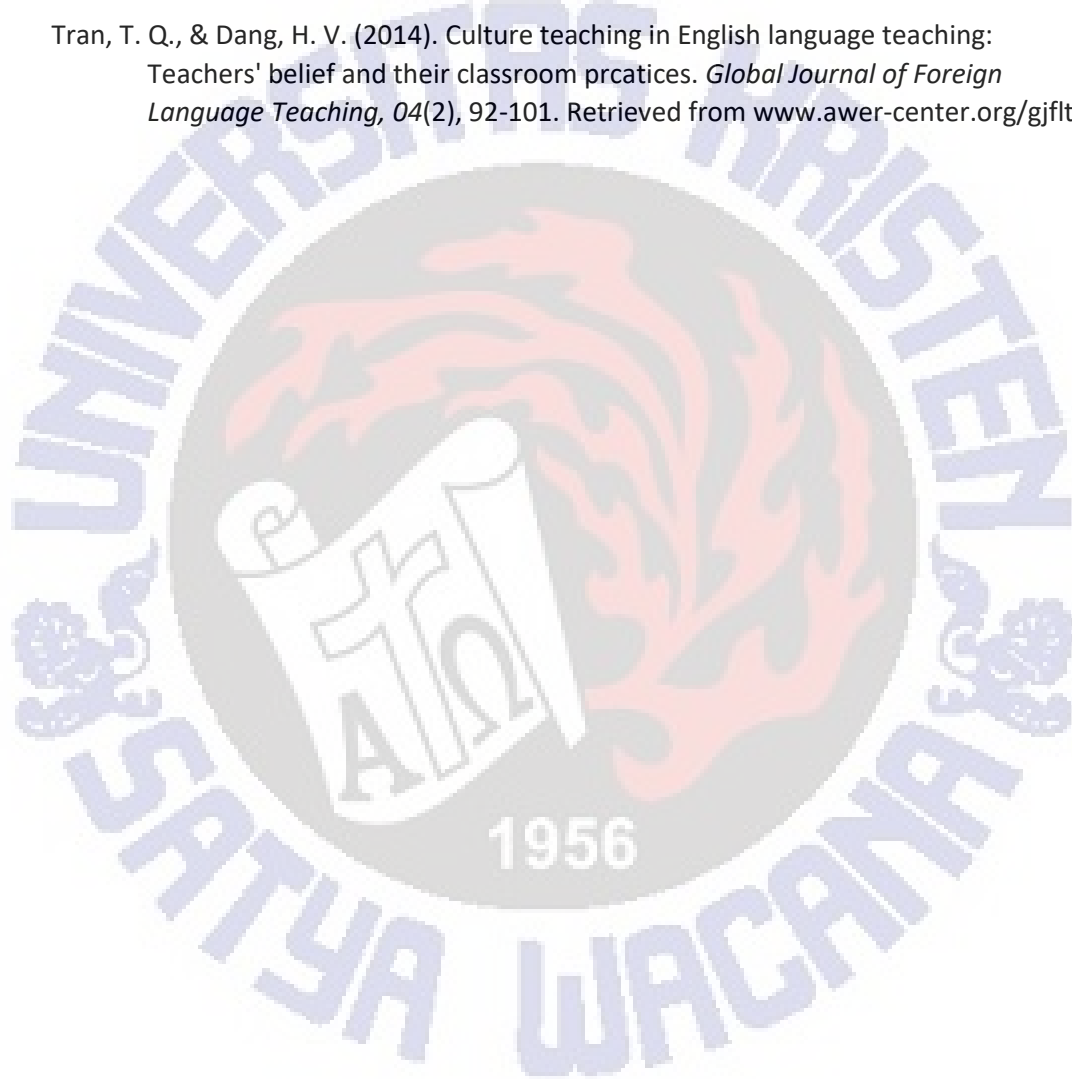
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APPENDIX

Dear teachers,

I am Yulietha Yubilate Rampen, a student of Faculty of Language and Arts of Universitas Kristen Satya Wacana. I would like to request for your willingness to fill out this questionnaire. This questionnaire is part of data collection process in my research as part of my study completion.

This questionnaire aims at finding out the problems that might be encountered as an English Teacher when bringing culture into their teaching. This questionnaire consists of 2 parts. The first part focuses on finding out whether or not you bring culture into your teachings. The second part is designed to find out problems you usually face when you bring culture into your teachings.

Part I

Please circle Yes or No for the question number one and answer the following questions according to your teaching experiences.

1. Do you include culture in your teachings?

Yes

No

2. If you answer "Yes" for question number 1, from scale 1 to 10, how often do you include it? _____

3. Under which topic or skill do you usually bring culture into your teaching?

-
-
4. What kind of classroom activities do you usually have when you bring culture into your teaching?

Part II.

- a) Please circle **Yes** or **No** for the question below.

When you bring culture into your teaching, do you face any problems?

Yes

No

- b) Please read each of the provided statement below carefully. Circle **Yes** when ***you find that it is also a problem you face*** when you bring culture into your teachings and **No** if you ***do not***.

1. The time allocated for bringing culture in class activities is not enough.

Yes

No

2. Preparing the material with culture in it requires extra time.

Yes

No

3. Teachers are limited with the various approach and teaching methods in bringing the culture into their teachings.

Yes

No

4. Teachers are limited in background knowledge of several cultures.

Yes

No

5. Teachers are limited in navigating the activities when culture is brought into the classroom.

Yes

No

6. The textbook(s) used is (are) focused on Western Culture (mainstream culture).

Yes

No

7. The textbook used for the students and teachers does not provide rich source for learning about culture.

Yes

No

8. The topic for the textbook does not include culture (in specific).

Yes

No

9. The textbooks represent different culture with students' and teachers' culture.

Yes

No

10. Textbooks which provide a specific information regarding to culture are not easy to find.

Yes

No

11. The curriculum focuses and emphasizes more on Vocabulary, Grammar, and others skill rather than emphasize on culture learning.

Yes

No

12. The curriculum does not take building students' intercultural awareness as one of the focus of teaching and learning.

Yes

No